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ABSTRACT

The purpose of the 4-H membership study conducted in Garrard County, Kentucky, was to determine why a large percentage of individuals discontinue 4-H between their 8th and 9th year of school. Thirty-four individuals completed questionnaires designed to measure the extent of their participation when they were 4-H members and to learn the reasons for termination of their membership. Examination of the data collected showed that many had been relatively inactive members, that 4-H lost in competition with other clubs, and that some thought members should have more responsibility for program planning. The major recommendations for membership retention were (1) more active participation on the part of the members, (2) more dedicated leadership by qualified leaders and parents, (3) better timing of meetings to prevent conflict with other clubs, and (4) better programming. (PS)

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EXTENSION RURAL SOCIOLOGY

Occasional Paper #1

March, 1972

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"Involvement and Programming, the Keys to Making the Best Better Through Longer Participation"

Cooperative Extension Service
Department of Sociology
University of Kentucky
Lexington, Kentucky 40506

Maurice E. Voland
Extension Specialist
In Rural Sociology

RC006260

Leads for 4-H Leaders

Helps for County and
State Extension Workers
in Training 4-H Leaders

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INVOLVEMENT AND PROGRAMMING, THE KEYS TO MAKING THE BEST BETTER THROUGH LONGER PARTICIPATION

Attached is an Extension Rural Sociology Occasional Paper #1 prepared by Meredith Scales under the instruction of Dr. Maurice E. Voland, University of Kentucky.

The purpose of the study was to determine why such a large percentage (67.93%) of individuals discontinue being in 4-H between their 8th and 9th year in school. This study was done in a selected Kentucky county; however, you could use the findings and variables for discussion with 4-H Leaders of groups below the 9th grade in planning for more involvement and programming.

4-H (6-72)

EXTENSION SERVICE U.S. DEPARTMENT OF AGRICULTURE WASHINGTON, D.C. 20250

UNIVERSITY OF KENTUCKY

Lexington, Kentucky 40506

COOPERATIVE EXTENSION SERVICE

College of Agriculture
Resident Instruction
Agricultural Experiment Station
Cooperative Extension Service

Extension Programs
Department of Sociology
March, 1972

Dear Colleague:

The roles and responsibilities of Extension Specialists in Rural Sociology are many and varied. One of these roles as identified in the University of Kentucky Self Study, Department of Sociology, College of Agriculture, 1970 is "to provide knowledge of and skills in the application of sociology for the solution of social problems to selected students and trainees." (p. 37, para. #1)

It is with this in mind that I am happy to share with you the results of the Fall semester, 1971 efforts of Meredith Scales. Meredith was enrolled in Sociology 565, Special Problems in Rural Sociology, and set out to sharpen his research skills through the investigation of a real life problem that plagues the Extension staff in each of Kentucky's counties.

The following report is presented substantially as it was presented by Mr. Scales. I have made only minor editorial changes to sharpen clarity.

It is my hope that through this series of "Occasional Papers" we might share with interested parties current research findings and other information that may be of assistance in program development and implementation.

Sincerely,

Maurice E. Voland
Extension Specialist in
Rural Sociology

MEV/smf

Involvement and Programming, the Keys to Making the Best Better Through Longer Participation

Sociology 565

Dr. Maurice Voland
Instructor

Prepared by:

Meredith Scales

Background Statement

"Four-H is for youth." This is the statement often made throughout Kentucky, especially by those directly associated with the organization. After a close examination, one may wonder if this is really true.

Many of Kentucky's youth never become 4-H members and those that do often discontinue being in the organization long before their eligibility is up.

Those people directly involved in the 4-H programming and planning process may often become immune to the actual situation on the county level. After traveling throughout the state it became apparent that many individuals discontinue 4-H between their 8th and 9th grade of school.

It seems that many workers do not realize the large number of individuals being lost from club work during this one year. The volume may be masked due to the fact that most older youth 4-H clubs are community clubs or mixed grade and age groups. Since each club has a sizable number, one may not realize the losses occuring among this early teen-age group. These individuals are being lost just when they are becoming the proper age to be most productive in club work. They are also the prime age to receive the most from their 4-H work.

In order to try to find some of the reasons behind this phenomenal drop out rate, Garrard County, Kentucky was selected as the target for the survey during the fall of 1971. This county is a typical rural agricultural county, much like many found throughout Kentucky.

Upon investigation it was found that 67 individuals were in 4-H as 8th graders in 1969-1970 school year. Only 17 of these individuals continued being in 4-H as freshmen. A total of fifty individuals discontinued 4-H for one reason or another. Thirty-six of these individuals were still in school as freshmen. Fourteen individuals had completely discontinued being in school between 8th and 9th grades.

Of the thirty-six individuals still in school, thirty-four of them were contacted. This was considered to be adequate for the purposes of the project. The following chart may best describe the situation that existed in Garrard County when the survey was taken:

Table XI

Class of Individuals	Number	% in School in 9th grade	% of Total Survey
Enrolled in 4-H 1970-71 as 8th grader	67	---	100.00%
Enrolled in 4-H 1970-71 as 9th grader	17	32.07%	25.4 %
Discontinued School after 8th grade	14	---	20.89%
Discontinued 4-H after 8th grade	36	67.93%	53.7 %
No. Individuals surveyed	34	94.4 %	50.7 %

After much deliberation, the following scheme was devised and carried out in order to try to find the basis for such large percentage of individuals discontinuing 4-H as early teenagers.

Purpose of The Study

The purpose of this study was to try to determine why such a large percentage of individuals discontinue being in 4-H between their 8th and 9th year of school. In order to accomplish this, Garrard County was selected to carry out this study.

It was found that 67.93% of the individuals that were eighth graders in 1969-1970 discontinued 4-H as freshmen in 1970-1971. Only 32.07% continued being in 4-H.

There are three main reasons for selecting Garrard County to do this study. The main reason is that it has an average enrollment of 4-H'ers much like that for other counties throughout the state. It also has somewhat the same dropout rate as other counties. In 1970, 440 individuals were enrolled in 4-H out of a possible 1405. This is approximately 31.3% of the potential being reached by 4-H. As stated above the dropout ratio was found to be about 2:1 between the eighth and ninth grades.

A second reason why Garrard County was selected is because of the long tenure of the local extension agents. Over the years there has been a low turnover in agents within the county. Mr. R.O. Johnson the county Agriculture agent has been in the county for approximately twenty-eight years. Mrs. Loraine Blankenship had been the county home demonstration agent for many years before retiring in 1970. This would have a tendency to reduce the possibility of discontinuity in programming on the county level.

The third reason why this county was selected was because the surveyor had served 12 weeks as Extension Summer Intern during the summer of 1971. This allowed for much knowledge to be gained about the local county situation and for data to be collected more easily since I would be acquainted with the people who could assist with this study.

The method employed to get the information for the study was to acquire the 4-H enrollment for 1969-1970 and the enrollment for 1970-1971. Then a list of all individuals in 4-H as 8th graders in 1969 was made and a matching list was made of those in 4-H in 1970 as freshmen.

Since the Teen Club is a mixed grade club it was necessary for me to visit the Guidance Counselor at the school to find out which grade of school each person was in. The Guidance Counselor made my work much easier in that much leg work was taken out of my task. After receiving the names of the individuals that were in each grade, I could easily match my two lists together to see who had discontinued in 4-H. I found out whether they had dropped out of school completely, moved from the community, or just simply had not reenrolled in 4-H club work.

After compiling a list of the individuals I would need to contact, I then had to decide how I was to get the questionnaire in their hands. I first considered sending the questionnaire by mail with a self-addressed, stamped envelope for them to return the survey back to me. This I decided would result in a low percentage of people that would return the questionnaire. I soon decided that it would be best for me to make personal contact with the people that would be filling out the survey.

While Mr. R.O. Johnson and myself were at the school, I asked Mrs. Woods, the guidance counselor, her advice on what she thought would be the best way to contact the desired people. She suggested that I come to the school one afternoon during a scheduled activity period. This was the plan in which I followed.

The list of names of the individuals needing to fill the survey was sent to the school ahead of time. The names were posted and each individual was contacted personally by the Garrard County 4-H President, Mr. Darryl Montgomery. The afternoon I went to the school all I had to do was explain why I was there, the purpose, and the hopeful results of the survey.

Thirty-four of the eligible thirty-six people filled out the questionnaire. This I thought would be sufficient for my study.

The Data

After having the questionnaire completed I was then ready to compile my data. In order to present the data as clearly and precisely as I can, I have chosen to consider each question separate and follow it with the way in which the people responded. Upon tabulation of the data the results were as follows:

Question one of the survey stated; "What 4-H project did you complete while you were in the eighth grade in 1969?" To this question were 14 different responses. The table which follows shows the amount of participation in projects during their eighth grade.

Table I

Project	No. Individuals	Project	No. Individuals
A. None -	19	H. Cooking -	4
B. Foods -	6	I. Freezing -	2
C. Photography -	1	J. Canning -	1
D. Sewing -	6	K. Clothing -	3
E. Gardening -	3	L. Yard Neatness -	1
F. Strawberry -	1	M. Housekeeping -	1
G. Home Furnishing -	2	N. No Response -	1

The above table shows that 19 out of 34 individuals did not complete a project while in the 8th grade. This leaves 15 individuals that did complete a project. These individuals completed 32 projects during their last year in 4-H.

The second question of the survey stated: "Did you have a project leader?" Eighteen of the thirty-four responded in saying, they did have a leader while fifteen said they did not. One individual did not respond to the question.

The third question asked, "If you answered yes to question 2, who was your project leader?" The following people were listed by the respondents as being their leaders.

Table II:

Loraine Blankenship -	8
Mrs. Willie Moore -	4
Mrs. Henderson -	3
Mr. R.O. Johnson -	1
No Response -	1
Don't Know	2
Answered No. 2 as no -	15

This shows that very few people served as leaders to the individuals or they were not active enough to know who their leader was.

The fourth question was stated as, "Who selected your project leader?" Fifteen responded that they had no leader. The following chart may best describe the response to this question:

Table III:

Leader Listed	
1. No leader -	15
2. Don't Know -	9
3. No Response -	2
4. Mr. R.O. Johnson	3
5. Mr. Johnson & Mrs. Blankenship -	2
6. The group -	2
7. The school -	1

Question number 5 of the survey asked how many members did the project leader work with. Again 15 people answered the question as not having a leader. The remainder of the respondents answered in the following ways.

Table IV:

Type Response	No. People Responding
Don't know -	5
No response -	5
7th & 8th Graders -	3
All clubs in school -	3
Several -	1
Two -	1

This shows that 25 of the 34 respondents in question four probably were not involved in their project work enough to know a leader was available. The ones that did say they had a project leader were with several other members thus limiting the personal impact of the leader.

Question six of the survey asked, "Where was the project work done?" Twenty-one answered the question as doing the work in their home, eleven siad they did not do any work, while two said they did their work at school.

The seventh question asked, "How often did the project group meet?" Thirty-two of the thirty-four said it met monthly, one individual said the group met two times per month, while another said they did not meet with the group at all.

The eighth question on the survey asked if the project work was exhibited and if yes, where. Eleven people said they did exhibit their work. On the other hand 23 people said they did not exhibit their work. This shows a low degree of participation in exhibits.

The following list describes where the project work was exhibited. As can be seen the ones that did participate did so at a rather high rate.

Table V:

Where Exhibited	No. Individuals Participating
Achievement Day -	5
Window Exhibit -	7
State Fair -	2
Rally Day -	10

Question nine stated, "Please check the 4-H activities you participated in while you were in the 8th grade." Thirteen said they did not participate in any 4-H activities at all. The following list shows the way in which the rest of the individuals participated their last year in 4-H.

Table VI:

Type Activity	No. Individuals
Exhibits -	12
Camp -	6
Speech -	1
Demonstrations -	6
Judging -	1
Talent Show -	8
None -	13

The twenty-one people that did participate in activities, a total of 34 activities were actively attended. This is an average of 1.6 activities participated in by each member that did participate. For the total number surveyed only one activity per person was attended.

The tenth question was stated as follows, "What offices have you held in your local club?" These were offices held by the individual in the total years they were in 4-H. Nineteen of the thirty-four had not held an office. The fifteen that had held an office sometime in their 4-H years, had only a total of nineteen positions. The following is a list of offices held by the respondents.

Table VII:

Offices Held	No. Individuals	Offices Held	No. Individuals
President -	4	Secretary -	4
Vice President -	2	Treasurer -	1
Game Leader -	3	Reporter -	3
Song Leader -	2	None Held -	19

The next question of the survey asked to name the committees the person had served on in the local club. Twenty-eight individuals had never served on a committee, one had forgotten whether he had served, four had served on the indow exhibit committee, one had served on the refreshment and program committees both. This shows a very low degree of participation in organizational activities of the people surveyed.

Question twelve of the survey asked for each person to list the most memorable experience as a 4-H member. The following is a list of the experiences most memorable to the respondents.

Table VIII:

Most Memorable Experience	No. Respondents
A. Talent show -	1
B. T.V. Showcase -	3
C. Exhibiting strawberry project -	1
D. Learning to raise vegetables -	1
E. Rally day -	1
F. Fixing window exhibit -	3
G. Being champ in apron and dress -	1
H. Christmas party -	1
I. Camp -	4
J. Having meetings -	1
K. 4-H Week -	1
L. Don't Know -	2
M. None -	3
N. Quitting -	1
O. No Response -	10

The previous data shows that there was very few people who had any real good memories. This may be because of the low amount of participation and involvement.

Question 13 asked, "To what school or community clubs other than 4-H did you belong to during your freshman year?" Seven people stated they belonged to no clubs as freshmen, twenty-two said they belonged to pep club(which incidentally meets the same time as 4-H There were 16 girls that belonged to F.H.A. during their freshman year which also conflicted with 4-H. One boy was on the junior basketball squad and four boys were in FFA as freshmen.

This shows much conflict and competition with other clubs which may be a major reason for many of the drop outs.

Question fourteen was related to question thirteen in that it was designed to see if the best friend of a person had any influence upon what organization each joined. This question asked to which clubs does your best friend belong. Only five people said their friend belonged to no club. Twenty-two people said their friend belonged to Pep club while eighteen girls said their best friend belonged to F.H.A. Two boys best friend were on

the basket ball team, while five thought their best friend was in F.F.A. One person said he did not know what clubs his best friend belonged, while another said his belonged to all clubs offered.

Only three people said their best friend belonged to 4-H. This shows a tendency to do what your best friend does.

The twenty-nine people that said their best friend belonged to at least one club, a total of fifty-two club positions were held. This is an average of 1.8 clubs that each of these twenty-eight belonged. At the Garrard County High School an individual can only belong to two clubs.

The fifteenth question of the survey asked what the individual's parents occupation was. There was a variety of responses to this question. The following is a list of the different occupations which may best describe the responses. It can be seen that parent's occupation should not be a determining factor in causing an individual to discontinue 4-H.

Table IX

Type Employment	No. Parents	Type Employment	No. Parents
a. Government Employees -	1	j. Registered Nurse -	1
b. Cook at Garrard High -	1	k. Life Insurance Salesman -	1
c. Farmer -	12	l. Store Manager -	1
d. Work at Eastern Univ. -	1	m. Highway Engineer -	1
e. Canada Dry Distillery -	1	n. Salesman -	1
f. Press Operator -	1	0. Labor Dept. Inspector -	1
g. Truck Driver -	2		
h. Employee -	7		
i. Rural Mail Carrier -	1		

Question sixteen of the survey asked how many brothers and sisters each questionee had. The following list shows the size of family the respondents are from.

Table X

No. Brothers	No. Respondents	No. Sisters	No. Respondents
1	15	1	1
2	8	2	10
3	3	3	3
4	2	0	10
7	1		
0	5		

This shows there were a total of 58 brothers and sisters of the respondents. This means that each individual has an average of 1.7

brothers and sisters. The second part to question 16 asked "How many of your brothers and sisters are 4-H members this year?" The response to this question may best be described by another table.

Table XI

No. Brothers in 4-H	No. Respondents	No. Sisters in 4-H	No. Respondents
0	29	0	25
1	3	1	7
3	1	No Response	2
No Response	1		

The next three questions of the survey were designed to try and get an indication of the amount of parental involvement in 4-H. It was thought that lack of interest at home may be a big reason why many dropped out of 4-H.

Question seventeen asked "Was your Father ever a 4-H member?" Only three answered yes to this question. Three individuals also answered that they didn't know if he had or not. Twenty-eight of the respondents said their Father had never been a 4-H member.

Question eighteen asked if the respondent's Mother had been a 4-H member. Six said that their Mother had been a member. Three again said they did not know whether she had been a member or not. A large number again said their Mother had never been enrolled in 4-H. A total of 25 answered no to this question.

Question nineteen asked if either parent was now serving as a 4-H organizational or project leader. This question was unanimously answered as "no."

The response from the previous threequestions show that a lack of parental involvement in 4-H may be a contributing factor in why there is such a large percentage of individuals discontinuing 4-H. If there is little interest at home then the children may be loosing interest.

Question twenty was kind of a "Judas" goat type of question in that it was designed to lead the respondents into the remainder of the survey.

The question asked whether or not the individual enrolled as a 4-H member as a freshman, and if not, why. Since it was known each one did not enroll as a freshmen they should answer the question as "no." This was the way in which each person responded.

The reasons listed below are why the individuals did not continue in 4-H.

Table XII

Reason for not Re-enrolling	No. of Respondents
A. No certain reason -	1
B. Wanted to be in other clubs -	2
C. Didn't have time -	3
D. Didn't want to -	10
E. Because of basketball -	1
F. Couldn't hold responsibility -	1
G. Other clubs & 4-H not interesting -	2
H. Pep club meets same time as 4-H -	6
I. Too many other things to do -	1
J. Couldn't think of a project -	1
K. Can only join two clubs (pep & FHA) -	1

Question twenty-one of the survey asked, "If you answered no to question teenty would you have enrolled in a 4-H club as freshman if the school you came from included the 9th and 10th grades?" Five individuals indicated they would have continued in 4-H if they had stayed at the old school. Twenty-nine of the respondents said they would have discontinued 4-H even if they could have attended the same school as freshman.

This question was used to see if the process of changing from a small county school to a large consolidated high school might have an effect upon whether a person would rejoin 4-H. It was thought that a person might think he was inferior or unwanted in the larger multi-grade teen club at the new school. From the responses made it would make little difference whether the respondents could have continued at the same school or not. Most of them would have still discontinued being in 4-H.

Question twenty-two asked if the individual had been invited to join the 4-H as freshmen. Fourteen of the respondents said they had been invited to rejoin 4-H at the Garrard County High School. On the other hand twenty said they had not been invited after transferring to the new school. This may be one of the contributing reasons why so many did not rejoin in their freshmen year.

The second part of question twenty-two asked, "Who invited you to join 4-H during your freshman year?" The list that follows are the ways in which the ones surveyed responded.

Table XIII

Person Inviting	No. Invited
A. A friend -	7
B. 4-H President -	1
C. Vicki Doolin -	2
D. Daniel Ray Arnold -	1
E. Forgot -	1
F. Mr. R.O. Johnson -	1
G. Nobody -	1

The twenty-third question of the survey wanted to know how many years each person had been a member when he discontinued being in 4-H. This question was asked to see if the low seniority individuals were the ones that tended to drop out most often. This showed up to some extent but not completely. The table which follows shows the number of years the respondents had been members when they discontinued 4-H.

Table XIV

No. Years 4-H Member	No. Individuals
1	4
2	10
3	5
4	7
5	4
No Response	4

These results show that the respondents had been members from one to five years. Just about as many four and five year members discontinued 4-H at the end of their eighth grade as did one and two year members.

The final three questions of the survey were designed to see if the respondents were dissatisfied with the existing 4-H program and if so to see if they would have liked to have a voice in program planning. They were also used to try to find out the changes they felt needed to be brought about.

The twenty-fourth question in the survey asked if the individuals would like to have a voice in planning 4-H programs. Only four answered that they would like to be involved in the planning of 4-H programs, while thirty said they did not desire to be involved in the planning process. This shows a low amount of self interest in the 4-H program itself.

Question twenty-five asked, if the respondents thought youth should have more of a voice in developing 4-H programs. There were twenty-six people who said they thought that youth should have more of a voice in 4-H program planning. Seven said they did not think

youth should have more say and one person did not know whether they should or not.

These results show that most respondents feel youth should be involved in the planning process as long as they are not the ones involved.

The twenty-sixth and final question was stated as, "Do you think there should be any changes in the 4-H program to help reach more high school age youth, and if yes what changes do you suggest?" Thirteen said that there should be some changes made, while twenty said no changes should be made. One person said that he did not know whether any changes should be made or not.

Only four of the thirteen that answered the question as yes gave any suggestions on what changes they felt should be made. The list below were the only responses made to the question:

Table XV

Responses made to the Question	No. Respondents
A. More projects -	2
B. Have club doing more community projects -	1
C. Any changes that can be made -	1

From the responses made, the majority of the individuals were content with the present program and the ones that answered yes did not make or have any suggestions to offer. Thus from this data there must be some other reason or reasons for discontinuing 4-H besides being dissatisfied with the program.

The preceding 26 questions were devised in the manner to provide ease of answering, but to be thorough enough to get the required information necessary. They were intended to be unbiased in order to get a true picture of the situation that existed within the county. They were divised so no one's feelings or pride would be hurt in answering them.

The method selected to present the questions and data was decided upon in order to be able to handle each question separately and thoroughly but yet to keep the report as simple as possible. Many of the questions were self-explanatory while others needed a bit of clarification. It is the hope of the writer that no points were left unclear in the readers mind.

Interpretation of the Data

The data collected and compiled in this survey point to several factors that may contribute to the large number of individuals discontinuing 4-H between the 8th and 9th grade. It is hoped that the discussion that follows will bring to light some of the reasons for the respondents reactions.

It can be seen from question one that many individuals did not complete a project during the 8th grade. The lack of member involvement in club work may be a major reason why so many individuals did not rejoin 4-H as 9th graders. Since they were not actively involved the previous year many of the respondents may have become disinterested in 4-H during their last year. Along with this, many of the individuals did not have a project during their last year of the 4-H. Fifteen of the thirty-four said they did not have a leader. Without an effective leader, the members probably were not inspired to participate in club or project work. The parent and project leader can guide and counsel the individual in his club work.

Many of those completing projects did not exhibit their work or participate in other activities. This shows a very low rate of involvement in club work which may be attributed mainly to poor leadership and the small amount of parental involvement.

Among the people surveyed only a small number had held an office while in 4-H. Ninteen of the thirty-four had never been a club officer. Along with this, twenty-eight stated that they had never served on a committee. These two facts show there was a very low amount of organizational work carried on by the respondents.

Another reason why so many individuals discontinued 4-H when they transferred to the consolidated high school is the competition given to 4-H from other clubs and organizations. Twenty-two of the thirty-four respondents were in Pep club as freshmen. This organization meets during the same activity period as 4-H, thus the individual could not be in both organizations. A club that attracted many girls was Future Homemakers of America. Of those surveyed, sixteen were in F.H.A. as freshmen. This organization also conflicts with 4-H. Since F.H.A. connects with Home Economics it is logical that many girls would switch to it, especially if their instructor insisted. Along with these two clubs are other clubs that draw from 4-H.

An additional factor of why many individuals discontinue 4-H is because of the clubs to which their best friends belong. From the results of the survey it seems that the club one belongs to is highly influenced by the actions of their closest friends. Twenty-two respondents said their best friend belonged to pep club. This incidentally is the same as the number of respondents that were in pep club. Eighteen said their best friend was in F.H.A. From these two clubs it can be seen that what one's friend does is highly correlated with what the individual does.

From the data received, very few of the respondent's brothers and sisters were in 4-H. The respondents had a total of 58 brothers and sisters with only 13 of them being in 4-H. This shows there is a low level of enrollment of the respondent's brothers and sisters in 4-H.

The survey also pointed out there was only a very limited parental involvement. Out of the 68 parents of the 34 respondents, only 9 parents had even been 4-H members. Twelve parents were not known to have been in 4-H or not. Fifty-eight parents were not serving as organizational or project leaders when the respondents were in the 8th grade. This fact may have encouraged many to discontinue 4-H. Parents can serve as resource people and without this the 4-H member can easily lose interest. The parent can share skills along with the youngsters. Without this interest and backing at home the 4-H'er can quickly become uninterested.

When the respondents were asked to list the reason why they discontinued 4-H, varied responses were given. The two main reasons listed were that they desired to be in pep club and F.H.A. Both of these clubs conflict with 4-H as to when they are scheduled to meet. It seems to boil down to the fact that due to competition and appeal from other clubs that 4-H loses many members during their first year at the consolidated high school.

One would think that individuals with the fewer years of club work would be the ones to drop out. The results of this survey did not point this out. Just as many long term members discontinued 4-H in their freshmen year as did the lower seniority members. Eleven of the individuals had been in 4-H since the 4th grade. Five more had been members for three years. Only four members had been in 4-H only one year before discontinuing membership.

The largest proportion of the individuals in the survey felt that youth should have more of a voice in program planning. Twenty-eight of the thirty-four said they felt this way. When asked if they would have liked to be involved in the planning process themselves, the response was much different. Only four said they would have liked to be in the planning of programs. This shows that the respondents would have liked to see more youth involved.

The majority of the respondents felt no changes needed to be made in the 4-H program. This indicates that factors other than dissatisfaction with the program is the reason why many discontinue being in 4-H. Only four individuals suggested that any changes should be made in the 4-H program.

The previous statements have described the situation outlined by the survey. It has been the intention of the writer only to interpret the data presented by the respondents.

Implications from Data with Recommendations for Programming

The data gathered in this survey may point to facts one would not think of as reasons for such large percentage of members discontinuing 4-H between the 8th and 9th grade. There is not one reason for so many dropouts, but several things add up to take their toll.

Changes and adjustments in the program may need to be developed in order to help keep members enrolled in 4-H. The results of the data imply that there was very little member involvement in club or project work during their 8th grade. This in itself may lead to many dropouts. A large percentage of the individuals did not complete a project during their last year as a member. In order to reduce the dropout rate, it may be necessary to involve members in projects they, themselves are interested. It may be that they are not being offered the things they are most interested in. This should be considered by the local staff in meeting the demands of the club members.

Along with getting members more involved in projects, is to increase their interest in club work. If the members would have become more involved in club activities they probably would have become a much stronger 4-H'ers thus continuing 4-H during their high school years. If they could have become involved in community projects this would have helped retain many of the former members. If the individuals develop a sense of self-pride for the accomplishments they achieve then they will be more dedicated to their club.

Two additional things may need to be considered in order to strengthen the total 4-H program on the county level. These two things are to recruit more active leaders (both organizational and project) and to increase the level of parental involvement in the county program.

From the results of the data only a few real active leaders are to be found within the county. If more leaders could be located, then many of the weak members could be strengthened into excellent 4-H'ers'.

The role the parent played during the respondents years in 4-H could have had a great influence upon the actions of the individuals. From the implications of the data, not a single parent was serving as a leader the last year the respondents were in 4-H. This in itself could have added to the dropout rate.

If the parent does not show interest in the childs work, then the child prob bly will also begin to necome uninterested. The program could greatly be improved if more parents could be involved in club work. It may be that they simply need to be more informed on the scope of 4-H and what it offers their child. They may have a poor impression of 4-H since only a few of the respondents' parents have ever been members. If a present leader, or an Extension representative would take the time to explain the program

to the parents, it would possibly lead to fewer dropouts. Besides keeping members in the club, this would also help increase the output of the members. From the data collected only a few individuals had participated in several activities.

There seems to be much conflict between 4-H and other clubs within the high school. Because of the appeal of F.H.A., Pep club and other clubs, 4-H looses many of its members as freshmen. F.H.A. and Pep club is scheduled to meet during the same activity period as 4-H thus causing conflict between the three clubs.

If 4-H meetings could be scheduled during an activity period when clubs of the other types were to meet, it would allow for the opportunity for more individuals to continue in 4-H. The competition between 4-H and other clubs is enough to pull several members from the organization, let alone the conflict due to scheduling of club meetings.

From the survey, it seems that what one's friend does, influences the actions of the individual. There is a high correlation between the clubs the respondents belong to and the clubs to which their best friend belong. Most of the members were enrolled in two other clubs. This is the limit of the number of clubs in which they could belong in any one year.

The data received in the study suggest the respondents discontinued 4-H because they were not satisfied with the present program being offered. Several individuals would have liked changes to be made in the program but they indicated they did not want to become actively involved themselves. Very few individuals had any suggestions on changes to be made to improve the county program.

It has not been the purpose to try to outline a method in which to correct all the weaknesses in the present program nor to try to eliminate the reasons for the number of individuals discontinuing club work after their eighth grade. The main purpose was to try to determine a few of the reasons behind this phenomenal rate in order that they may be brought to light. It is the hope of the author that someone will benefit from this report as much as he.

In summary, two words might best describe how to keep more members enrolled in club work. These two words are involvement and programming. Involvement means more active participation on the part of the members and more dedicated leadership by qualified leaders and parents. Programming means that more effective planning be done to offer things most desired and helpful to the member. It also means to allow for the best timing of meetings in order for the least conflict from other clubs to occur. In short these two things seem to be the most prevalent things lacking that may be leading to such large mumbers discontinuing 4-H at the time when the member should be getting the most from the program.

Appendix 1

The following is a copy of the survey each respondent was asked to complete:

4-H PROGRAM INFORMATION SURVEY

NAME_____

1. What 4-H Project(s) did you complete while you were in the 8th grade (1969-70)?

   1. _____ 3. _____

   2. _____ 4. _____

2. Did you have a project leader? Yes ____ No. ____

3. If yes, who was your project leader? _____

4. Who selected your project leader? _____

5. How many members did your project leader work with? _____

6. Where was the project work done? Your home ___ Leaders' home___
   School ___

7. How often did the project group meet? Weekly ___ 2 times per month___
   Monthly ___ other _____

8. Did you exhibit your project work? Yes___ No___
   If yes, where? Rally Day ___ Achievement Day ___ Window Exhibit___
   State Fair___ Other _____

9. Please check the 4-H activities you participated in while you were in the 8th grade.
   a. Exhibits ___ Speech ___ Judging ___
   b. Camp ___ Demonstration___ Talent Show ___

10. What offices have you held in your local club? Check appropriate offices.
    President ___ Secretary ___
    Vice President ___ Treasurer ___
    Game Leader ___ Reporter ___
    Song Leader ___

11. Name the committees you have served on in your local 4-H Club.

    1. _____ 3. _____

    2. _____ 4. _____

    Place a check mark (✓) after those committees of which you were Chairman

12. What was your most memorable experience as a 4-H member?

_____

_____

_____

_____

(Use back for additional comments)

13. What school or community clubs, other than 4-H, did you belong to during your Freshman year?

1. _____ 3. _____

2. _____ 4. _____

14. To which clubs does your best friend belong?

1. _____ 3. _____

2. _____ 4. _____

15. What is your parents occupation? _____

16. How many brothers and sisters do you have? # Brothers __ #Sisters___
How many of your brothers and sisters are 4-H members this year?
Brothers __ #Sisters___

17. Was your father ever a 4-H member? Yes ___ No ___

18. Was your mother ever a 4-H member? Yes ___ No ___

19. Are either of your parents how serving as a 4-H Organizational or Project Leader? Yes ___ No ___

20. Did you enroll as a 4-H member during your Freshman year? Yes__
No __

. If no, why didn't you enroll? _____

_____

(If you answered No to question 20, complete questions 21 & 22, if you answered Yes to question 20, skip to question 23)

IF No to Q. 20

21. If you answered No to question 20, would you have enrolled in a 4-H Club as a Freshman if the school you transferred from included the 9th and 10th grade? Yes ___ No ___

22. Were you invited to attend, or join a 4-H Club while you were a Freshman? Yes ___ No ___
If Yes, who invited you? _____

23. How long were you a 4-H member? _____years

24. Would you like to have a voice in planning 4-H programs? Yes ___
No ___

25. Do you think that youth should have more of a voice in developing 4-H Programs? Yes ___ No ___

26. Do you think there should be any changes made in the 4-H program to help reach more High School age Youth? Yes ___ No ___
If yes, what changes would you suggest? (Please use the back of this sheet)